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THE UNIVERSITY OF ALBERTA

ELEMENTARY TEACHERS' PERCEPTIONS OF TEACHER QUALITY

(C)

By

Carolyn Klimchuk

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Elementary Teachers' Perceptions of Teacher Quality" submitted by Carolyn Klimchuk in partial fulfillment of the requirements for the Degree of Master of Education.

R K Jardine

M. Patricia Brown

W Hague

Date: April 27, 87

DEDICATION

To my husband Mel, and to my daughters, Melanie and Karianne.

Many thanks to them for proofreading, for typing, and for encouragement.

ABSTRACT

The purpose of the research was to discover the elementary classroom teacher's beliefs about the qualities of a good classroom teacher.

The research was conducted as an open-ended survey. The instrument of the survey was a scripted typed interview which was given, in advance, to 30 classroom teachers who participated in the interview. The interview was designed to discover the aims, qualities, and ongoing evaluative procedures of a good teacher, the services required by them, and what prevents teachers from becoming good teachers.

The teachers' responses were coded according to their meaning and placed in appropriate categories.

The research showed that teachers hold the qualities of basic human wholeness were fundamental to being a good teacher. This finding was ratified by the fact that teachers also said that poor teaching was most often the function of a teacher's lack of personal quality. Teacher skill as an instructor was the second most stressed quality. Teachers believed in the need to be able to communicate, to be competent in classroom management, and to be knowledgeable of the curriculum. Student performance in terms of academic and social success was reported as the measure of teacher performance. Services required by teachers were was reported as necessary most often in terms of curriculum and teaching skills.

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CHAPTER ONE

INTRODUCTION

Intellectual and moral development of students is the primary activity of education, but education as a profession is also always in the process of self-examination and educational theory formation.

The history of educational activity has always been peopled with society's thinkers and practitioners who share the responsibility of educating students in the norms of the community and in ways of critiquing and developing the community.

In this study, the intellectual and moral development of the students in the community refers to the education of children which is the usual role of the public school systems. It is the public school systems that are most often the subject of educational self-examination and most often the recipient of the formation of educational theories. Educational theories grow out of the self-examination process that education has historically been involved in.

Self-examination refers to the several branches of research and philosophy which examine the spectrum of the "what," "why," and "how" of education. Examination can take a variety of forms such as a philosophical challenge on the purpose of education, or a continent-wide research that examines students' progress on elements of curriculum.

The point of all the self-examination and theory formation has always been the same, to improve the quality of the education of the students, and it is no different today.

Canadian research, at the present time, asks the question of itself as to whether it should follow the American counterpart style and persue the process-product approach to educational research, or whether it should shift its focus to one concerned not so much with how classrooms function as to why classrooms function the way they do (McLean et al, 1984). This researcher chooses to participate in the question of why because why is a prerequisite to theory development. Educational research lacks a sound theoretical framework and examining the why question contributes to the development of such a framework. Why do teachers do what they do when the cause effect relationship is not immediately apparent to process-product researchers?

The research project described in this paper will ask the question of the practitioners, the teachers, what they understand to be the qualities of a good teacher. This question will evoke answers that reflect a teacher's understanding of the "what" and of the "why" of teaching.

One aspect of educational self-examination this researcher feels is neglected is teacher self-disclosure of the qualities of a good teacher. Teaching attracts persons who, while having many diverse qualities and characteristics also, have a sense of the tradition and responsibility and the ideals of the profession.

The question that comes to the mind of this researcher is regarding the teachers' sense of the profession. This researcher suggests that a person who has a sense of calling to classroom

teaching, who trains for it, and who gives his or her adult lifetime to teaching, has much to offer to understanding teaching. If a teacher's sense is profound, and can be built upon and shared with others, if it is adequate it can be developed, and if it is not appropriate it should be improved. But first and foremost, it must be known and reflected upon.

NEED FOR THE STUDY

This study of teachers' beliefs provides insight in teacher thought. While many research studies report on what teachers do, this research project asks the teachers what they think. By understanding the beliefs of teachers, researchers and philosophers of education will be in a better position to critique the teaching process and to use data from other research to discover understandings which can lead to an improvement in teaching.

PURPOSE OF THE STUDY

The present research project had as its intent to discover the "subjectively reasonable beliefs" of classroom teachers about the qualities of a good teacher. The purpose of the study was to discover classroom teachers' beliefs about what makes a good teacher. The major question to be examined was: What are the purposes, qualities, and competencies of a good teacher, as seen through the eyes of classroom teachers? This researcher was looking for what teachers report to be the qualities of good teachers using their daily

experience in combination with their professional training as information sources. The study includes factors such as teachers' understandings of their professional responsibilities and what factors they consider when reflecting upon the success of their work.

RESEARCH QUESTIONS

Based upon the purpose of the study, the researcher will pursue the following research questions.

1. From the perspective of the classroom teacher, what do good teachers try most to achieve? What are their aims?
2. From the perspective of the classroom teacher, what are the most important qualities and competencies of a good teacher?
3. From the perspective of the classroom teacher, what criteria do good teachers use to evaluate themselves and their work?
4. From the perspective of the classroom teacher, what kind of services do good teachers require?
5. From the perspective of the classroom teacher, what prevents some teachers from becoming good teachers?

BASIC ASSUMPTIONS

1. Good teachers have definable recognizable qualities and competencies.
2. Teachers have perceptions of the personal and professional qualities of good teachers.
3. Most teachers can express an understanding of those qualities.

DEFINITION OF TERMS

Ecology: The dictionary definition of the word serves well; "science of the relationship between the organisms and their environments" (The American Heritage Dictionary, 1971). In this paper the organisms refer to various persons and the environment refers to the physical and social space.

Concern: Those matters of interest raised by the teachers in response to the interview questions. Collections of concerns become categories or sub-categories.

Category: One of the four major interest areas of concerns raised by the teachers.

Sub-category: A narrower interest area that is one part of a major interest area.

LIMITATIONS OF THE STUDY

1. All teachers interviewed were full-time elementary classroom teachers. Results are not presumed to be similar to those of teachers at higher grade levels, or for teachers in supervising or remedial teaching roles in elementary schools.
2. Teachers have varying degrees of ability to verbalize their beliefs about what good teaching is.
3. The research format influences the information yield. The information yield was the result of open-ended interviews.

SIGNIFICANCE OF THE STUDY

1. The research has identified a number of teachers' "subjectively reasonable beliefs" regarding the qualities of a good teacher. The literature (Fenstermacher, 1979; Fullan, 1982) has called for educational researchers to address teachers' understandings.
2. The research findings which are reported by classroom teachers reflect the realities of the classroom as experienced by the teacher. Jackson (1968) has stated that the reality experienced by the teacher, as many as two hundred interpersonal encounters a day for example, influences the way the teacher copes.
3. The interview itself has increased the participants' awareness of their own understanding of the qualities of good teachers and the results can inform teachers of shared beliefs.
4. The research findings provide one source of information as to the instructional and professional needs of classroom teachers as classroom teachers perceive them.

OUTLINE OF THE STUDY

The study begins with a review of the literature through which the researcher identifies and summarizes studies concerning teacher reported qualities of a good teacher.

The methodology was open-ended interviews. The first stage was the designing of the instrument. The second stage was the formal interview. Thirty teachers participated in the formal interview.

The analysis of the data consisted of sorting the ideas raised in the interviews until categories emerged. All data were organized into those categories.

The researcher prioritized the concerns raised by the data. Major concerns and understandings are reported.

In the final chapter the researcher draws conclusions from the findings and suggests implications for future research.

SUMMARY

In summary, the question asked by this study, "What do classroom teachers think are the qualities of a good teacher?" was intended to discover the teachers' underlying belief systems regarding the teaching process. The reason for wanting to know the teachers' "subjectively reasonable belief system" was that it has been stated that such knowledge is critical to contributing to the process of causing improvement in teaching. This study was carried out to fill a gap in educational research that exists regarding the understanding of teachers' reasonable beliefs.

CHAPTER TWO

REVIEW OF THE LITERATURE

A search of the literature reveals very few studies that ask teachers for their insight into the qualities of good teachers. Those studies that do ask teachers are reported below. Teachers' views will also be examined by reviewing studies that ask questions such as: what are the goals of a good teacher, and how do good teachers know when they are doing a good job?

GOALS OF A GOOD TEACHER AS DESCRIBED BY TEACHERS

Three studies will be reviewed to discover the goals of a good teacher as reported by classroom teachers.

Lortie (1975) in his Five Towns Study sampled a wide range of teachers from all grade levels, elementary to high school, and from all socio-economic neighbourhoods, low income to affluent. Ninety-four teachers were interviewed to describe the qualities of either colleagues or mentors, teachers considered to be outstanding.

In response to a question regarding their goals, Lortie's teacher respondents named curricular responsibilities 77 percent of the time, but, when they were asked to elaborate their responses they spoke in terms of personal concerns. Lortie organized the personal concerns into three categories; these were moral considerations, instilling love of learning, and reaching all of the students. Examples of moral

considerations given by teachers include: getting the child "ready to live in society," making "them good citizens in the community," developing persons "who will become wholesome individuals," and "preparing students for life." Instilling love of learning included: love of subject matter, love of education for "the sake of education," learning for the increase of independence, and finally just for the reason of liking school. To Lortie, reaching all students referred to meeting the challenge of all of the different students.

In order to elaborate his understanding of the goals of the teachers Lortie examined the sources of professional pride that teachers identified. He found that 65 percent of the teachers named success with one student, usually a student in difficulty, as the significant source of pride. Lortie suggests that this source of pride is not consistent with the stated personal concern of reaching all students.

The Education U.S.A., Special Report (1981) entitled Good Teachers: What to look for published interviews with 11 teachers who won the Teacher of the Year Award from 1971-1981.

In the Education U.S.A., Report (1981), many of the teachers reported that they taught the students the skills they would need to become independent learners and that their chief goal was to help students to become self-sufficient.

The Bauch report (1984) derived its data from the Goodlad report A Study of Schooling. Data for the Goodlad study were collected from 1976 to 1978. One thousand classrooms, 129 of which were elementary classrooms, were randomly sampled at each grade level. The author does not claim that the results are suitable for generalization.

Teachers were divided into two major groups: the controller teachers and the relator teachers. Controller teacher refers to a teacher whose concern is student academic achievement visible through test results and prescribed subject matter while relator teacher refers to a teacher whose concern is with achievement that is grounded in student autonomy and other self-directed qualities.

The question that is examined is how the teachers would rank order the learnings they expect from their students. Bauch notes that specific teacher types reflect specific teacher concerns. The controller teachers rank ordered subject matter and academic achievement first followed by behavioural expectations such as conformity and dependence. The relator teachers listed student development, autonomy, independence, creativity, self-direction, self-motivation, and development of potential in that order.

In conclusion, the goals of a good teacher as reported by classroom teachers indicate greater concern for the social development of the child. Outcomes for students that refer to quality of the person were mentioned at twice the rate as academic skills for students. A great concern for the learning of the students was also indicated. Many responses referred to the planned outcomes for the students.

QUALITIES OF A GOOD TEACHER AS DESCRIBED BY TEACHERS

The following four studies pose the question directly to teachers concerning the qualities of a good teacher. Ten years separate the

first study reported, Lortie (1975), from the last study reported, Haggard (1985).

In another part of the study by Lortie (1975), he reported a "striking diversity" in the descriptions of the qualities of outstanding teachers. He classified the responses into two major categories: instructional results and relational conditions.

"Instructional results" are categories that emphasize the academic achievement of particular subject matter. "Relational conditions" are categories that emphasize the attention of the educator to the participant role of the student in the educational process.

Teachers discussed the instructional results of outstanding teachers in terms of the "what" of educational objectives in the curriculum guides, of educational specifications, and in terms of books and articles on teaching goals. They discussed the cognitive effectiveness of outstanding mentor teachers in terms such as "she got it across to me," "made it make sense to me," and he or she "knew how to promote learning."

Teachers discussed the relational conditions for teaching that an outstanding teacher required in terms of interpersonal transactions. Examples of expressions that explain interpersonal transactions are "she made me love [the subject]" and "made me want to read more." Outstanding teachers were reported to be able to produce affection and respect, to be able to get work out of students, to win compliance, and to have effective discipline.

In a related question Lortie asked the teachers what personal qualities they had that suited them for teaching. Over half of the

teachers identified personal qualities such as patience, a sense of humour, leadership ability, and a calm and self-possessed nature. Approximately one-quarter of the teachers responded that they liked children and wanted to work with them. Less than a fifth of them mentioned intellectual strengths and interests including knowledge of subject matter, intelligence, organization, and enjoying learning. Elementary and secondary teacher differences were not reported in the study.

In summary, the teachers' responses to both categories demonstrate concern for two aspects of teaching: the effectiveness of their teaching and the existence of an interpersonal space in which the teaching could be carried out. The stronger emphasis, by a wide margin, was on the interpersonal and humanistic perspective of their approach to teaching. This is interesting in that it shows a greater concern for interpersonal process than for academic results.

In the Education U.S.A. Report (1983) the interviews yielded the following self-reported characteristics of the qualities of a good teacher: flexibility, student-centredness, democratic style, and authoritative approach.

Flexibility refers to teachers who demonstrate the ability to adapt their teaching methods, often letting go of old methods in favour of new approaches and varying the group instruction size to meet the needs of the group. They use a variety of evaluation methods.

Student-centredness refers to the way the teachers expressed the focus of their concern of teaching as following the learning needs of the students. These teachers reported that their teaching styles changed from teacher-centred to student-centred as they grew in

experience. They report that experience shows that learning occurs better in a supportive environment than in a competitive environment.

The style of a good teacher produces a democratic climate in the classroom. The rules make sense to the students. Students are accountable for routine classroom matters and for homework assignments. Teachers are "firm but fair." The focus is positive and the aim is to build self-esteem through successful learning experiences.

The teachers see themselves as authoritative teachers meaning that they are thoroughly academically prepared and they provide educational leadership rather than as authoritarian teachers whose approach they see as dictating content. They are more facilitators of learning than conveyors of curriculum. They reported the scope of their teaching had expanded to include problem-solving and critical thinking. Good teachers, they said, continue to pursue advanced professional training and personal development.

In summary, the teachers in Education U.S.A. Report combine the humanistic qualities of the teacher to the pedagogical demands of the science of teaching. The experienced excellent teacher uses teaching skills to mesh the demands of the society with the abilities of the student.

Easterley (1983) asked 24 elementary classroom teachers, in California, who were identified as outstanding by their supervisors and principals to describe their perceptions of themselves. Her questionnaire put the questions in the voice of the first person requiring teachers to speak from the personal perspective. Eighteen

questions were posed but the responses to only two are related to the present topic and are cited here.

When asked, "What are the characteristics of a person whom you feel is an outstanding teacher?" the four most common responses were: caring, which she defines as taking work home; innovative, meaning integrating new techniques into their teaching; organized, meaning able to fit all subjects into their program; and feeling good about themselves. The remaining characteristics listed below are in the order of their diminishing frequency. Teachers like their students, know their subject matter, are effective communicators, have a sense of humour, are continual learners, are warm, fair, patient, enthusiastic and open, are effective classroom managers, never give up, are consistent, have high expectations of their students, are people oriented, are positive, maintain good relationships with students and staff, have evaluation skills, are honest, and provide leadership and service at the school and district level.

Least often mentioned were: accepts all children, encourages children to accept each other, is calm, intelligent, cares about self, follows the curriculum in sequence, individualizes, and has outside interests.

In response to a related question, "Tell me about the approaches or techniques that work best for you in teaching?," teachers responded listing the following teacher skills in order of frequency: varied activities, evaluation, planning, being organized, need for individualization, a system of rewards, class structure, clear explanations, making students responsible, team teaching, high

expectations, instructing students, integrating subjects, encouraging competition, and helping students to care about each other.

In summary, the two questions invite quite different responses. The first question produced a relatively equal number of responses regarding the skills required for the task of teaching, as it did responses regarding personal aspects of the classroom. The responses to the second question strongly emphasized techniques. Overall, the teachers in the Easterley study spoke much more readily about teacher skills than did teachers in the previous studies.

The study by Haggard (1985) posed the question, "What are the qualities of an influential teacher?" An influential teacher was defined as a teacher having "contributed significantly to the student's academic achievement or adjustment in the school setting" (p. 64). The study compared the responses of three different groups: high school students, education students, and influential teachers. Only the answers of the 40 influential teachers who participated in the study will be cited here because the purpose of the study is to discover the understandings of teachers. The grade taught by the influential teachers is not clear because high school students who identified these teachers had been asked to "name teachers who had been influential in their lives."

Data were gathered through questionnaires, interviews, and video tape observations of teachers. The ratings of characteristics of influential teachers were arranged into the following four categories: personal characteristics, understanding learner potential, attitude toward subject matter, and quality of instruction. The influential teachers' responses provided the following results.

Personal characteristics, meaning sincerity, openness, enthusiasm, and a sense of humour accounted for 47 percent of influential teachers' responses. Understanding of learner potential and attitude toward subject matter each received 18 percent of the responses. Understanding learner potential refers to teachers having high expectations of students and teaching students to believe in themselves. Attitude toward subject matter refers to having enthusiasm for subject matter. Quality of instruction received 16 percent of the responses and referred to knowledge of the subject matter and well organized instruction. The last one percent went to "other."

In summary, the personal characteristics alone accounted for almost half the responses. The other three categories make up the other half of the responses and are more concerned with instruction. This demonstrates an almost equal balance in emphasis in concern for personal characteristics such as sincerity and instructional considerations such as teaching skills.

The literature review of the qualities of a good teacher as described by teachers demonstrates that the term "striking diversity" which Lortie used when describing the qualities of good teachers can only be reiterated here. A simply count of responses from the above four studies yields 50 different names for qualities. Many of the responses are about the qualities of a teacher as a person including interpersonal and social concerns while others are about their skills as a teacher including quality of instruction and curriculum concerns. Many of the responses taken from all four studies could be placed in categories similar to the two identified by Lortie, instructional results and relational conditions. In all four studies the number of

responses that could refer to relational conditions were consistently higher than the number of responses that could refer to instructional concerns.

While the classification of responses into two major categories appears to remain justified over the 10-year period, there is a shift in the number of references that might appear in each category. In the 1975 study there was stronger emphasis on terms that could appear in relational conditions. But in both the Easterley (1983) and Haggard (1985) study there is a much more equal balance in the number of items that could appear in both categories.

TEACHERS' PERCEPTIONS OF TEACHERS DOING A GOOD JOB

This segment will review discussions of teachers sense of success as well as sources of teacher satisfaction. Teachers sense of success and satisfaction give clues to their understanding of the qualities of good teachers.

Jackson (1968) conducted interviews he described as professional shop-talk with 50 outstanding teachers. His aim was to discover the view of classroom life through the eyes of outstanding teachers. Two of the questions he asked them to deal with were: how they knew that they were doing a good job and what were the sources of personal satisfaction.

Jackson coded the responses of how teachers knew they were doing a good job according to three categories: the future well-being of the clientele, learning, and informality.

Jackson states that the ultimate concern of education is the future well-being of the students. Jackson then notes what he calls an inconsistency. The testimony of outstanding teachers suggests that teachers use the "today's" behaviour of the students and fleeting behavioural cues to provide the yardstick to measure progress and to tell them how well they are doing their jobs. While their concern was long-term their tools were immediate. Some examples of what they looked for were: visible signs of alertness, intellectual discovery and its facial consequences, and the sound of the classroom (buzz). One teacher suggested that he tried to be responsive to his class in the same way an actor is sensitive to the audience. Some teachers were careful to caution that their interpretations were not infallible and spoke of the need to be alert to the differences between such things as lack of enthusiasm and learning difficulties.

Jackson also notes that the global goal of education is learning. We might therefore expect a major indicator of success to be evidence of achievement of learning, and that tests which provide objective evidence of learning would be a prominent item in the responses. Jackson notes that one of the interesting features of the responses is the absence of references to objective evidence of learning. Reasons given by the teachers for the absence of references to objective evidence were: that few commercial tests are available, that test results are reported back to teachers too late to be of value, the belief that children behave atypically on tests, that performance on tests is a reflection of native ability rather than of teacher effectiveness, and, finally, that objective testing from authorities is perceived by teachers to be unrelated to teaching. Jackson also

found that if teacher evaluation and test results did not agree regarding student achievement, teachers were likely to deny the test results.

Jackson found a desire for informality over authority. The definition of informality was the narrower question of how the teacher used authority in the classroom. Most teachers expressed a desire for greater freedom and informality in their classrooms than they perceived to be in classrooms which were described as "old fashioned" classrooms. Inexperienced teachers focused on their personal change away from rigid formality over a single year. Experienced teachers focused on change away from formality over their career. All respected and recognized the need for limits. Change away from formality was also reported in the Education U.S.A. Report (1983).

Teachers reported to Jackson that constituent sources of satisfaction were the joys that come from the responsibilities and opportunities that comprise the role of the classroom teacher and from the continual satisfaction of serving a good cause. Other sources of satisfaction were the informal indicators of student success such as faces that light up, the growing independence of a child, and a dramatic change of class behaviour. The source of greatest satisfaction reported by Jackson, the sudden change in behaviour of a troubled and uncooperative child, was also reported by Lortie (1975), and by the Education U.S.A. Report.

Earls (1981), through interviews with distinctive physical education teachers, found that the greatest source of satisfaction for these teachers arose out of interactions with the students, followed

by "signs of student enjoyment and success, as well as long term effects" (p. 48).

The Lortie (1975) study suggests several sources of satisfaction named by teachers. One of these is the educational success or work success of former students or the return of former students to thank them for the influence they had on their lives. Some teachers gain satisfaction from successful public displays such as the presentation of academic prizes to their students or student performance at parent programs. Some teachers look for tangible satisfactions such as an increase in reading scores or athletic skills. Satisfaction also comes from students who take an unusual interest in learning things, or from the success of some special project. Teachers also appreciate recognition from students, peers, administration, and parents.

In summary, the authors Jackson (1968), and Earls (1981), find teachers do not speak of success in terms of learning. When speaking of satisfaction the Jackson respondents speak of the satisfaction of responsibility and student response; however, the Lortie respondents speak of the satisfaction of increased academic scores and of improved interest in learning in the students. Respondents in the Lortie study also find satisfaction in recognition, and return of former students. Earls find teachers speak of satisfaction in terms of interactions with the students. Jackson finds teachers' evaluation techniques to be immediate and informal.

The above studies have indicated how outstanding teachers report success. By exploring these reports of success the researcher could confirm what was meant by some references to the qualities of a good teacher.

CONCLUSION

All of the above studies identify two broad areas of concern regarding the qualities of good teachers, the concern for social progress, and the concern for academic achievement. Social concerns are raised much more often than academic concerns in the earlier studies, while in all later studies there is a more equal balance in the number of times these two broad areas of concerns are raised.

CHAPTER THREE

RESEARCH AND METHODOLOGY

This research is designed to follow the pattern for a scripted interview survey as outlined by J.J. Fowler (1984). The objective of the interview survey in this study was to generate data from which to discover the understandings of "subjectively reasonable beliefs" of the qualities of a good teacher.

OVERVIEW OF THE STUDY

The Process

The instrument used to conduct the research was a set of interview questions. The process of formulating the interview questions consisted of five steps described below.

1. The preliminary focusing discussion (p. 100).
2. Studying interviews and questionnaires in the literature that are of a similar topic.
3. Designing the first draft of the formal interview.
4. Informal pre-testing and the subsequent adjustment to the interview.
5. Formal pre-testing and the subsequent adjustment to the interview.

The process for collecting the data consisted of four steps listed below.

1. Selecting the interview sample.
2. Contact with the respondents.
3. The interview.
4. The summary of the interview.

The process for organizing the data consisted of three steps which will be discussed in the following chapter. These were:

1. Establishing the categories.
2. Sorting the data.
3. Checking the organization.

The terms interview and survey will be explained before the processes are described.

The Interview

An interview is a socially acceptable and expedient method of achieving a level of professional intimacy with persons with whom such intimacy would not ordinarily be available. The word "interview" can serve as an introduction. It is a way of saying, "I am interested in what you think. I am willing to take you seriously. I am asking you to become my teacher. I will become your student." An interview has the possibility to be both highly personal and highly respectful of the opinions of another human being. At the same time the interview technique has scientific respectability. The interview provides for a systematic and controlled approach to the range of content that is a result of a study of a human sample; systematic in that it proceeds in

an orderly way and controlled in that only specific items are discussed. It is understood that interviews are not completely factual in that respondents may not always express exactly what they think they are expressing or intend to express, and the interactive force that occurs between two people, the research and the respondent, may alter the nature of the response.

The Survey

The survey, as an example of scientific study, has a tradition. The strengths of the survey method are; the ability to obtain information that is not systematically available from other sources, the value of statistical sampling, and the consistency of measurement (Fowler, p. 12). The essential components of a good survey design "bring(s) together three different methodological areas: sampling, designing questions, and interviewing" (Fowler, p. 12).

To ensure good statistical sampling, all or nearly all the population should share the same chance of being sampled by using probability methods for choosing the sample. Probability methods include the systematic random sampling used in this study and described later.

A good question design can be ensured by providing "clear questions that interviewers could administer as worded and respondents could answer without amplification" (Fowler, p. 13).

The key to increasing interview consistency is to give standardized questions to all the respondents, thereby avoiding introducing biases through the questions.

STRUCTURE OF THE RESEARCH INSTRUMENT

Preliminary Focusing Discussion

The first step of developing the scripted interview survey is the preliminary focusing discussion with possible informants. These informants, who were elementary teachers from neighbouring school districts which shares a similar philosophical and political position, will not be part of the actual survey. The purpose of the preliminary focusing discussion is to inform the researcher of the issues and of the ways people talk about them. It includes only one question and it is very general and open-ended. The reason for using only one question is to avoid leading the informant. The preliminary question for this interview survey was, "What do you think are the qualities of a good teacher?" The question was elaborated when it appeared to be necessary. Elaboration took the form of statements such as "You have likely witnessed persons whom you regarded as good teachers, and you yourself have likely done some things that you regarded as a mark of a good teacher, what is it that marks a good teacher? What makes a good teacher a good teacher? Any good teacher, what is the quality? What do they do that is above the ordinary?"

The intent of the first step was that it be a casual conversation. Although set in a casual situation, all three conversations lost their casual tone very quickly as teachers became more reflective the more they spoke. They had not been prepared for the nature of the question beforehand.

From the preliminary discussions many important teacher qualities were described and many important concerns were raised. Some of the most important areas were: interpersonal skills, teacher goals, recognition and meeting of individual differences, organization, and management skills.

Interpersonal skills referred to the teachers who have good ability to communicate with children on personal, social, and professional levels. Examples include: being present when students arrive and acknowledging their presence, sharing personal feelings, knowing how to listen, acknowledging the students' context, and giving recognition to a child for what he or she has achieved.

Teacher qualities were also expressed in terms of the goals teachers set for themselves. Goals were expressed in terms of outcomes for the students. These included student autonomy, and students recognizing and accepting responsibility for their own learning.

Recognition of individual differences included concerns such as: perceiving students' purposes, being aware of student cognitive abilities and of students' learning styles, and knowing of students' personal realities such as a non-supportive home situation.

Meeting individual needs of the students lead to concern regarding teacher background, both general and educational. Included among the concerns were: knowledge of teaching and learning styles, knowledge of child psychology, knowledge of specific curriculum areas, personal knowledge of the child, and concerns about how to incorporate all of the above in order to meet the needs of the individual student.

The organizational abilities of good teachers were expressed as a concern. These included: the ability to provide for both long- and short-term planning, evaluation skills and procedures, record-keeping procedures, arranging for available resources, and classroom management.

Classroom management was defined to include: behavioural management of the students, techniques for arriving at classroom rules, techniques for providing feedback for behaviour, and the physical arrangement of the classroom.

Additional qualities that were raised by the teachers in the preliminary discussions were: flexibility, trustworthiness, a care giver, and one who has the ability to communicate effectively with the parents. Facilitator and coach were also mentioned.

Questionnaires in the Literature

Following the analysis of the preliminary discussions this researcher looked into the literature for assistance in framing the interview questions. The researcher examined interview questions used in previous studies to assist in the choosing of the wording for the interview questions. The researcher found about 40 questions that appeared to have potential value for this survey.

Designing the Formal Interview

Using the information gained from the preliminary interview, and using the questions from the literature as a reference, Lortie (1975),

Bussis et al (1976), Easterley (1983), Haggard (1984), Jackson (1986), the questions for the first draft of the formal interview were formulated. In framing the questions for the interview this researcher stayed close to the Fowler guidelines to ensure as much reliability and validity as possible (p. 101).

(1) Is this a question that can be answered exactly the way it is written?

(2) Is this a question that will mean the same thing to everyone?

(3) Is this a question that people can answer?

(4) Is this a question that people will be willing to answer, given the data collection procedures?

In the formal data collection procedures for this study the interview questions were delivered to the respondents a week in advance of the actual interview. Because of the respondents being on their own to read the questions, the researcher abided by the guidelines Fowler proposed for self-administered questionnaires (p. 103). A summary of the appropriate guidelines for this task follows.

(1) The self-administered questionnaire should be self-explanatory. Reading instructions should not be necessary, because they will not be read consistently.

(2) The question forms in a self-administered questionnaire should be few in number.

(3) A questionnaire should be typed and laid out in a way that seems clear and uncluttered.

The first draft of the interview consisted of 11 questions and went through two pre-tests: the informal pre-test and the formal pre-test.

The Informal Pre-Test

The informal pre-test required the researcher to talk through the questions with friends and possible informants. No one in the informal or formal pre-test was part of the final study. The researcher listened for nuances of meanings and interpretations. The researcher looked for ways to clarify meanings and for words that would encourage disclosure. The researcher was honest with possible informants about the purpose of the exercise.

The informal pre-test of the interview was perceived as positive but some questions were seen to overlap. Two questions were discussed as to the nature of data they would provide and whether the data would help the survey. Two new questions were generated regarding the assistance good teachers require, and what prevents teachers from becoming good teachers. The order of the items was discussed.

The questions for the interview were refined using the information gained from the informal pre-test. Appropriate adjustments were made to the interview questions. In the first draft, the interviewer had asked the same question in two or three different rewordings so as to determine which of the question forms was clearest to the respondent. The clearest form of the question was used.

The Formal Pre-Test

The formal pre-test of the second draft was conducted with three classroom teachers. The teachers completed the interview in exactly the same way they would be expected to in the actual study. They had

access to the interview questions prior to the actual interview. Following the interview the researcher discussed the interview with the informants to clarify confusing questions. Responses from the teachers were compared. It was intended that if the responses to any given question were quite different in nature the interview question would be adjusted. This did not occur. It was decided to eliminate all rewordings of the questions, keeping in mind the suggestion that good questions should not require amplification (Fowler, p. 13). The appropriateness of the sequence was again discussed. Once again the researcher was honest with the informants about the purpose of the exercise.

From the results of the two pre-tests the final interview questions were drafted. The questions were open-ended, with the intent that they be as exploratory as possible within the limits of the content. No additional clues were given as to the kinds of responses that might be expected. There was some confusion over whether to use the word "competency," "skill," "behaviour," or "action" in one of the questions. The word "competencies" was eventually settled upon. Each question was designed to generate a response that indicated similar understandings of the question while at the same time care was taken not to unduly lead the respondent, in other words, to have each question as open-ended as possible.

The advantage of forming the interview questions according to this procedure was that the researcher got a better chance of obtaining unanticipated answers. With the researcher using as few leads as possible the respondents used words of their own choosing and had better opportunity of revealing their own real views.

COLLECTING THE DATA

Selecting the Interview Sample

The researcher interviewed 30 elementary classroom teachers. The teachers were chosen by means of a systematic random selection which means that the entire list of elementary teachers from one school jurisdiction is randomized. From that list a selection is made by choosing every Xth (required interval) person from the randomized list starting from a randomly selected first number.

This researcher had access to a randomized list of all 617 elementary teachers in a metropolitan school system. This researcher required 30 teachers. The list included Administrators, Resource Room Teachers, Effective Teacher Trainers, and half-time teachers, who would not be used in the research. Therefore the researcher's original selection consisted of 40 names so inappropriate selections could be dropped from the list. This means counting every 15th person (617/40=15), starting at the randomly chosen second person. Surprisingly, only 20 of the original 40 could be used. Of the other 20 all fell into one of the categories the researcher had decided not to use for the study. For the additional 10 persons that were needed the researcher randomly selected an additional 20 names counting every 31st person (617/20=31) starting at the randomly selected number of four. From this list the researcher approached the elementary classroom teachers in the order their names appeared until 10 persons were selected.

Contact With the Respondents

Contact with the respondents followed as much as possible the suggestions of Fowler and the guidelines of the urban board. The steps that were followed were:

a. Telephone the principal and ask permission to contact the teacher.

b. Telephone the teacher to gain his or her cooperation.

c. Make a preliminary visit to the teacher. Leave a copy of the interview questions.

d. Return and carry out the interview.

e. Write a summary of the interview and send it to the teacher for the purpose of double-checking their understanding.

One week in advance of the interview, the researcher visited each teacher who agreed to participate. A copy of the interview questions was left for the teacher's reflection. Teachers were encouraged to reflect on the questions and note their ideas on the interview sheet. They were asked to use the week to clarify their views. Teachers were discouraged from discussing questions with staff because with diverse views discussion could lead to personal confusion. The respondent could begin to wonder whether his views were in line with those of the researcher or if the researcher had something else in mind. The respondent was encouraged to speak for him or herself, the way he or she felt then, and let the results fall where they may.

Respondents who required clarification were told that the research arose out of an interest about what classroom teachers regarded as the qualities of a good teacher. The views of government

and administrators are stated in policies, the views of researchers are stated in the literature, and the views of the public at large is often reported, but no one has asked the teachers what their views are. The researcher supposed the teachers had a point of view, a set of "reasonable beliefs" and were prepared to speak to them. That is what was expected of them in the interview. There were two unexplained refusals so two additional teachers were recruited.

The Interview

The location of the interview was, in most cases, in a quiet office or the library or the classroom. No one else was present. Two teachers chose the staffroom and did not seem to mind the presence of another teacher during the course of the interview.

Twenty-five interviews were tape recorded on a Sony Walkman. Three teachers refused to be tape recorded and asked the researcher to script-take the interview. Two teachers agreed to the interview but when the researchers returned for the interview they had handwritten their answers and hoped that would be adequate. One said she was too nervous to talk to the researcher and she appeared to be so. The other said she had a new baby and did not wish to take time away from her baby so she wrote her answers at home. The researcher accepted both handwritten copies as interviews.

The interview took place during the teachers' preparation period in 19 cases, and after school in nine cases. The preparation period interviews were about 30-40 minutes. All the after school interviews lasted longer with two of them lasting about 90 minutes.

Many of the teachers thanked the researcher for the opportunity to reflect on those questions saying that they realized they do not spend enough time thinking about the qualities of a good teacher. Not one teacher reacted negatively to anything about the interview. All teachers were enthusiastic about the topic of the interview and said they hoped somebody would read it.

The major criticism of the interview was the possible overlap of some of the responses to the first three questions. For example, is a teacher organized because it is one of his or her goals, because it is a personal quality, or because it is a teaching skill learned for the purpose of making him or her a better teacher? The criticism was accepted and terms like "organized" that could rightfully appear as a response to more than one question were assigned to one of the questions before analysis began. For example, "organized" was always tallied under teacher skills.

The Summary of the Interview

Following each interview the researcher wrote a brief summary of the interview and mailed it to the teacher. The summary included the reaction to each of the nine questions in turn together with a general statement in which the researcher attempted to get at the philosophical stance of the teacher. It also included thanks for participating in the study and the researcher's telephone number with an invite to respond to the summary. Two teachers telephoned back to clarify their meanings.

CONCLUSION

Having completed the five steps for designing the instrument, and the four steps for completing the interview the researcher was ready to begin organizing the data for analysis.

CHAPTER FOUR

ORGANIZING THE DATA

The purpose of this section is to explain how the data from the interviews were organized for interpretation and discussion. This was done in three steps.

1. Establishing the categories.
2. Sorting the data.
3. Checking the organization.

The data were first sorted in order to establish the categories of concern.

1. The categories were labelled and given definitions.
2. Sub-categories, distinguishable elements of the categories, were established.

Having established the categories and the sub-categories, general rules were formulated before the raw data were sorted into categories according to the systematic three stage process outlined by Nolan (1978). These were:

A. First Stage: Syntactic Segmentation.
B. Second Stage: Labelling the Segments.
C. Third Stage: Organizing the Data.

Following the categorization two checks for accuracy were made.

A. Domain Analysis.
B. Intercoder Reliability.

The above procedures are explained in the next section.

ESTABLISHING THE CATEGORIES

Every response to every interview question was summarized as briefly as possible. For example, if a teacher said, "I like the idea of keeping up at university. I like to keep updating." then that statement was summarized to "university updating." The information from each of the summarized interviews was sorted until major categories of teachers' concerns emerged. The researcher found the following four categories to be appropriate.

1. Teacher Concerns for the Teacher.
2. Teacher Concerns for the Child.
3. Teacher Concerns for Ecology.
4. Teacher Concerns for Curriculum Matters.

Having established the four major categories, the researcher defined them so as to ensure consistent and appropriate organization of the data. Because of the complexity of the responses within some categories, it was necessary to establish sub-categories to maintain the intent of the response. For example, the category "Teacher" became "Teacher as an Instructor," "Teacher as a Professional," and "Teacher as a Person."

The four categories named above will be defined. Definitions will include sub-categories.

Teacher Concerns for the Teacher

This category includes all items where the teacher speaks of and for the teacher: in the role of classroom instructor, in the role of professional leader, and in the role of individual. For items appearing in this category the teacher speaks of the teacher role only and not of what is expected of the student. Three sub-categories were identified.

Teacher as an Instructor

1. All references to the interactive act of teaching.
   Is able to instruct students in a language suited to their level and age. Is able to assign well defined work. Is resourceful and should be willing to try new methods with the children. Constantly encourages the students to achieve high. Is able to provide for individual differences, and is able to adjust to situations that arise in the classroom.
2. References using expressions such as "prepared," "planned," and "organized" as they pertain to classroom instruction were treated as teaching skills and placed in this category.
3. Most references and synonyms for communication, rapport, and empathy were placed in this category.
4. All references to using "Effective Teaching" programs were included here because local Effective Teaching courses deal almost exclusively with teacher as "instructor."

Teacher as a Professional

1. All general references to professional aspects of teaching, other than classroom interaction were included. Some of these were, academic preparation, ongoing professional development, and professional roles played by teachers.

University training is very important.

I think every three or four years we need a sabbatical.

Taking the Effective Teaching Training has been really great.

You have to be able to relate effectively with parents, counsellors, and other professionals. You have to keep a good partnership with other persons.

Teacher as a Person

1. All references to personal aptitudes for teaching, and to physical and mental health.

They almost have to be a genuine person, or a real person. I am really serious about this one. You have to have good physical and mental health. You have to be able to endure the rigors of a day of teaching. You have to know how to manage distress. In the children of course, on parents, teachers, peers, the principal. That's an overall statement.

2. References to the nurturing role of the teacher.

Table 1

Definition of Teacher

Instructor	Professional	Person
1. Effective teaching and associated skills.	1. Academic preparation.	1. Aptitude for teaching.
2. Plan, prepare, organize.	2. Ongoing professional development (sabbatical leave).	2. Health.
3. Communication and rapport.	3. Professional roles (conduct interviews).	3. Personal qualities and personal skills listed.

A good teacher should be a mother, a nurse, a social worker ... You have to be everything. You have to be caring, understanding, sympathetic, and trustworthy.

3. References to teacher personality that may be thought of as qualities of the "instructor" are also included here when they have been stated with no reference to classroom context.

A good teacher is versatile, adaptable, resourceful.

Teacher Concerns for the Child

This category includes all items in which the child is the focus of the statement. The distinction the researcher chose to make is whether the reference directly or indirectly expects something from the child such as "growth." Two sub-categories are included, the social development and the academic development.

Social Development of the Child

1. References that name of directly imply the various kinds of growth of the child excluding academic growth.

You have to provide for the growth of the whole child: psychological, emotional, and social.

2. References to teacher knowledge of child psychology as it assists in child development.

Knowledge of children. Child development. A knowledge of what they can accept and what they can't accept. To teach Phys. Ed. and now know the effect competition has on children can be

devastating when you are trying to promote it. Knowing what children can handle is important. Load and overload type of thing.

Academic Development of the Child

1. Items that refer to the academic or curriculum learning of the child.

We are always trying to make sure they are learning something and we worry if they are not.

Teacher Concerns for Ecology

This category describes the milieu of the school; the relationships that exist between the persons and the environment.

Community and the School

1. References to interactions that exist between the teacher and the community, and the teacher and the total ecology of the school.

Parent expectations: especially bilingual parents. Their expectations of behaviour are different from mine.

Some teachers are not cooperative. Some teachers won't practice. Insignificant things. Leads to irritating others ...

Table 2

Definition of Child

Social Development of the Child	Academic Development of the Child
1. Various kinds of growth of the child.	1. Process of academic or curriculum learning (interest and attitude).
2. Teacher knowledge of child development assists child to understand him/her self.	2. Teacher knowledge of child psychology to assist in academic growth.

Classroom Management

1. References to management and discipline in the classroom.

They have to have the skills to set up and maintain a classroom.

You have to have good management; good discipline.

Classroom Atmosphere

1. References to the learning atmosphere. This category is defined in that some teachers speak directly of classroom atmosphere.

I feel a harmony, you know. It wasn't just something that I taught. It was a combination of how I taught it, everything involved, and it seemed to go really smoothly, not just that the kids weren't yelling or, there was evidence of success there, regardless of how big or small it was, but the way things would work together ...

2. References to the physical environment.

The first thing I want to mention is the physical. You know, it's physical. The class atmosphere, the environment, physical, crowded, 30 kids, no space to walk, no space for the children, they can't, you know, (waves her arms) move. They have no space.

Teacher Concerns for Curriculum

References to curriculum occurred in three distinct aspects: teaching the curriculum, knowing the curriculum, and evaluation. All

Table 3

Definition of Ecology

Community	Classroom	
	Management	Atmosphere
1. Community at large.	1. Management.	1. Learning atmosphere.
2. School at large.	2. Discipline.	2. Physical environment.

Table 4

Definition of Curriculum

Teaching Curriculum
1. Knowing the curriculum.
2. Teaching the curriculum.
3. Evaluation of the curriculum.

statements that referred directly to the curriculum were included in this category.

1. Items that refer to knowing the subject area knowledge and keeping updated in subject area knowledge.

   He must be specialized in the certain subjects.

2. Items that refer to teaching the mandated curriculum.

   To carry the curriculum ... to fulfill the mandate.

   I think some teachers are better at certain grade levels. I think maybe you're not a good teacher if you are at the wrong level.

3. Items that refer to accomplishing the goals of the curriculum.

   If I can accomplish my goals for the lesson.

   If we can move on to the next level.

4. Items that refer to relevancy of curriculum.

   I knew the information (about China) in the curriculum was outdated and confused Chinese immigrant children.

THE SORTING PROCESS

Original data is used in the sorting process. General rules emerged that had to be applied by the researcher to ensure consistent sorting of data and by intercoders for the purpose of ratification. These rules were:

1. Judge the segment in terms of the context.
2. General and specific statements.

General statements appear under the category "Teacher." Some examples are, "You have to know child psychology." and "The natural

aims: the imparting of knowledge." "You have to know the subject matter taught" appears under "Curriculum. "Specific statements appear under the specified topic. "If you know child psychology you can help the child with his problems" appears under "Child," sub-category "Social Development."

3. Counting of itemized lists.

   Title only.

   "Effective Teaching." 1 count

   Title plus one item only.

   "Effective Teaching," time on task. 2 counts

   Title plus more than one item.

   "Effective Teaching," nine items follow. 9 counts

4. Repetitions are not counted.

5. Negations are not counted.

Nolan (1978) followed a systematic approach to data analysis to organize introspective comments made by students discussing their writing processes. The system involved three related but distinct stages. This researcher followed the schema of this system to organize the data from the interviews.

The First Stage: Syntactic Segmentation

Syntactic segmentation involved the systematic segmentation of the responses into syntactic segments; each "consisting of an independent clause and its modifiers" (Nolan, 1978), which could then be examined for its intent. An example of syntactic segmentation follows. Slashes separate the syntactic segments. First of all,

there is the imparting of knowledge./ To do that you have to create a safe pleasant learning atmosphere for the learning to occur in,/ and to have rapport with the class./

The Second Stage: Labelling the Segments

The second stage consisted of labelling the segments. Segments were identified according to the intent of the speaker and labelled according to one of the four main categories. In labelling the segments, the coder took into consideration the context of the segment. Main categories were further organized into sub-categories. Examples of labelling follow. "Imparting of knowledge" was labelled as "Teacher Concern for Teacher" because that is one role of the teacher. "Teaching children how to learn for themselves" was labelled as "Teacher Concern for the Child," because, by definition, when the statement names what is expected of the children, that is, "to learn for themselves," the statement appears under "Child." "Create a safe pleasant learning atmosphere" was labelled "Teacher Concern for Ecology" because the segment speaks directly of atmosphere and by definition atmosphere appears under "Ecology." "Have rapport with the class" was labelled "Teacher Concern for the Teacher" because the teacher speaks of his or her own responsibility.

The Third Stage: Organizing the Segments

In the third stage, the segments were collected according to the categories and the sub-categories defined above. After the segments were collected two final checks for accuracy were made.

CHECKING THE ORGANIZATION

The researcher checked her own analysis through the Spradley (1978) domain analysis. The data were then analyzed by two independent coders for the purpose of ratification, and of noting subjectivity of the researcher so it could be reduced.

Domain Analysis

A domain has four elements. The first element is the name or cover term for the category. Secondly, the domain must have at least two or more included terms, for example, the domain of "Teacher" includes being organized and being understanding. The third feature is the semantic relationship, meaning the way the features are linked together. And finally, a domain has a boundary, usually most easily recognized when it is crossed over.

The checking process was conducted by the following process. The four categories identified above were treated as domains. Each category has a name. Each category has several inclusive terms. The semantic relationship used for judging relationships was "X is an attribute of Y." An attribute is established by its semantic sense

and by the definition. Examples of the structural questions to test the boundary follow. If the statement does not sound right, or does not fit the definition it will be recoded elsewhere.

Intercoder Reliability

A caution to be observed to ensure consistency in coding is the use of independent researchers to act as judges of content analysis. This technique is appropriate to check the reliability of a content analysis system (McLeod, 1981). Two non-coded transcripts were selected at random and copies of each were given to the researchers with the definitions quoted above.

A coefficient of reliability was calculated which uses the ratio of coding agreements to the total number of coding decisions and is represented by the following formula (Holsti, 1969):

$$C.R. = \frac{2M}{N + R}$$

In the formula M is the number of coding decisions on which one judge and the researcher are in agreement, while N and R are the number of coding decisions made independently by judge N (the researcher) and R (an independent judge), respectively.

Holsti's (1969) formula represented above demonstrates the number of agreements; perfect agreement is represented by 1.00.

Subject #1 Coder #2 appears to have a low agreement with the researcher, however, because Coder #2 made larger divisions, he sometimes had two or three agreements in a single segment.

The results of the intercoder reliability checks are given in Table 5. The average of the reliability coefficient is at or above 0.70 in all cases. Marland (1977) and King (1979) established a reliability coefficient of 0.70 as acceptable in content analysis when the complexity of the data involved in coding are such that perfect agreement is almost impossible (McLeod, 1981). Holsti (1969) notes the degree of reliability in content analysis is contentious and is to be related to the complexity of the task.

CONCLUSION

The four categories of concern arise directly out of the teachers' comments. These definitions of the categories proved to appropriate as the sorting process and the checking served to validate them. Once the data was organized according to category, the findings were charted and discussion of them was prepared.

Table 5

Intercoder Reliability Chart

Subject	Number of Responses Obtained			Agreements with Researcher		Coefficient of Reliability	
	Researcher	Coder 1	Coder 2	Coder 1	Coder 2	Coder 1	Coder 2
Sub. 1	71	88	35	53	46	.666	.868
Sub. 1	41	48	44	35	29	.787	.741
Sub. 3	45	58	47	43	34	.845	.739

CHAPTER FIVE

THE FINDINGS

The nine research questions asked of the 30 teachers netted a total of 1,398 distinct responses. The results of the categorizing of the responses in the previous chapter are presented in two ways; six tables are used to illustrate the findings, and each table is followed by a discussion. The first table, Table 6, is an overview of the totals and percentages for the four categories suggested by the teachers across the four research areas. Table 7 presents the order of concerns raised by teachers in a comparative format and observations are noted. Finally a table for each of the research areas is presented and discussed.

The first table, Table 6, presents a distribution of responses to the four research areas over the four categories of concerns raised by teachers. The four research areas listed along the left hand side of Table 6 were the research questions which focused the research in order to gain appropriate information regarding teacher quality. The development of the questions which yielded the information was discussed in Chapter Three. From Table 6, the priorities of concerns raised by the interview process can be seen. They are presented in descending order of occurrence across the top of Table 6.

The teachers' most frequent concern was for the "Teacher" at 51.3 percent of the total responses, the second most frequent concern was

Table 6
Categories of Concerns Raised by Teachers

Distribution of the Interview Responses to the Research Areas Across Categories of Concern						
Research Areas		Categories of Concerns Raised by Teachers				
Area	Numbers	TEACHER	CHILD	ECOLOGY	CURRICULUM	
Aims	Frequency	39	96	18	17	
	%	2.8	6.9	1.3	1.2	
Qualities	Frequency	402	42	67	52	
	%	28.8	3.0	4.8	3.7	
Self Evaluation	Frequency	132	156	73	36	
	%	9.4	11.2	5.2	2.6	
Service Prevents	Frequency	144	14	62	48	
	%	10.3	1.0	4.4	3.4	
TOTAL	Frequency	717	308	220	153	1398
	%	51.3	22.1	15.7	10.9	100

for the "Child" at 22.1 percent, followed by concern for "Ecology" at 15.7 percent, and finally concern for "Curriculum" at 10.9 percent of the responses. These percentages make two observations possible. First, over half the responses were about the teacher. Teachers focused their answers on themselves. They neither gave credit to nor blamed other persons for their performance. The second observation is that the other half of the responses were about issues immediately related to the teachers' profession. No teacher raised peripheral issues that were not directly related to teaching.

The four individual components receiving the most frequent responses follow.

The largest component at 28.8 percent was "Teacher Concerns for the Teacher" in response to research questions on the qualities of a good teacher. Teaches spoke mostly of personal and instructional qualities. Two things are suggested by the highest percentage of responses being directed to concern for the good teacher. First, teachers believe in a basic human wholeness being the foundational criteria for a good teacher and secondly, teachers believe in the need to be able to teach. By basic human wholeness is meant adequate physical, emotional, and intellectual and in some cases spiritual development.

The second largest component was "Teacher Concerns for the Child" at 11.2 percent, in response to research questions regarding self-evaluation. Teachers reported good teachers were doing a good job if the students were succeeding. This shows teachers believe in the need to focus on the progress of the developing child.

The third largest component at 10.3 percent was "Teacher Concerns for the Teacher" in response to research questions regarding the service good teachers require and what prevents teachers from becoming good teachers. Teachers reported the types of inservices that help in the performance of teaching duties and the kinds of attitudes that hurt. The large percentages of responses directed towards service and prevention suggests teachers believe in maintaining competence through collaboration with other educational professionals and that they recognize the danger of not maintaining personal wholeness.

The fourth largest component was also "Teacher Concerns for the Teacher" in response to research questions of self-evaluation at 9.4 percent. In this component teachers spoke of the quality of their performance as instructors, and their personal satisfaction. The high percentage of responses for self-evaluation suggests teachers believe in accountability and in working toward sound competence.

COMPARISONS OF THE ORDER OF CONCERNS

A comparison of the "Order of Concerns" shows two interesting parallels. The order of teachers' concerns for "Aims" paralleled the order of their concerns for "Evaluation" (Table 7). In both lists the order is "Child," "Teacher," "Ecology," and "Curriculum." This parallel suggests a ratification of the teachers' concerns. Teachers say they aim to achieve in terms of the "Child" most often and they also evaluate their performance most often in terms of the achievement of the "Child."

Table 7

Comparisons of the Order of Concerns

Aims		Evaluation	
Child	56.4%	Child	39.2%
Teacher	22.9%	Teacher	33.2%
Ecology	10.6%	Ecology	18.5%
Curriculum	10.0%	Curriculum	9.1%
Qualities		**Service/Prevents**	
Teacher	71.5%	Teacher	53.8%
Ecology	11.9%	Ecology	24.6%
Curriculum	9.2%	Curriculum	17.9%
Child	7.4%	Child	2.8%

The order of teachers' concerns for teacher "Quality" parallels the order of their concern for "Service" and "Prevention" (Table 7). In both lists the order is "Teacher," "Ecology," "Curriculum," and "Child." This parallel suggests ratification of teachers' concerns. The order in which teachers prioritize their concerns for teacher "Quality" is the same order of concerns in which they require "Service" or judge "Failure."

The remainder of the chapter will discuss each of the research questions in turn. Each question will be discussed in terms of the four categories of concern raised by the teachers. These categories will be discussed in the order of the number of responses in each.

AIMS OF A GOOD TEACHER

The responses to the research question regarding "Aims," became sorted in the following manner: 56.4 percent refer to the "Child," 22.9 percent refer to the "Teacher," 10.6 percent refer to "Ecology," and 10 percent refer to "Curriculum" (Table 8).

Teacher Concerns for the Child: Aims

The category of "Child," at 56.4 percent, received the most frequent number of responses (Table 8). This figure shows that teachers spoke of aims for the "Child" more than twice as often as they spoke of aims in terms of "Teacher" and five times more often than for "Curriculum" or "Ecology." The data indicates a greater

Table 8
Aims of a Good Teacher

Distribution of the Interview Responses to the Research Area of Aims

Research Area		Categories of Concerns Raised by Teachers								
AIMS	Number	TEACHER			CHILD		ECOLOGY			CURR.
		INSTR.	PERSON	PROF.	ACADEMIC DEVELOP	SCHOOL DEVELOP	SCHOOL ECOLOGY	CLASSROOM MANAGE	CLASSROOM ATMOS.	
Aims	Frequency	28	6	5	40	56	8	3	7	17
	%	16.5	3.5	2.9	23.5	32.9	4.7	1.8	4.1	10
TOTAL AIMS	Frequency	39			96		18			17
	%	22.9			56.4		10.6			10

concern for the social development of the child, at 32.9 percent as compared to the academic development at 23.5 percent (Table 8).

The aims for the social development of the "Child" covered a range from the immediate goals of children getting along to the long-range philosophical social goals of preparing students to live in society. An example of a statement that elaborates immediate goals of social development is: "To create friendly relations between teachers and students and among students." An example of a teacher aim for the larger social responsibility is:

> I believe that as a teacher we have to prepare children to make the transition from the classroom to society, to prepare them to be responsible members of society above all. To prepare them for the work force. Basically to be responsible in society. That's what I feel is my primary function as a teacher.

Many teaches reiterated the classic aim of the teacher, "To help the turned off child." There were a few examples of very specific social aims such as, "develop their verbal skills so they are able to speak for themselves."

The aims for the academic development of the "Child" were most often expressed in terms of the learning process: "to have the children retain the information learned and to have students build on past learning experiences ...." There were examples of long-range academic goals such as "[My main aim is] teaching children how to learn for themselves."

The large number of responses about aims for the students' social and academic development shows that one of the teachers' beliefs is

that good teachers should aim for the twofold development of the students in both the long- and short-term.

Teacher Concerns for the Teacher: Aims

Teachers said they believe good teachers set their aims for themselves as "Instructor" in 16.5 percent of the responses regarding aims (Table 8). They reported goals most often in terms of using effective instructional skills, including communication, inspiring learning, and in terms of striving for excellence. Some examples were: "To be efficient, ... to establish objectives and to stick to them." and "You have to know the techniques and everything, how one does it." Other examples were, "[A] good teacher [aims to] communicate well with her students." and "To inspire learning. I think by your own enthusiasm ... you can get the students inspired, investigating different things." Still another teacher said, "I put 'Excellence.' I have certain goals in mind for the kids."

Teachers' aims that were directed at themselves as "Professionals" (2.9 percent) and as "Persons" (3.5 percent) were not extensive. An example of an aim as a professional was: "To work effectively with others." Two examples of aims as a person were, "To be a role model to the students. Whether it's by your actions or your words, or just by your habits." and "to be Catholic." Another example was, "that the kids feel you are fair."

The large number of responses about aims for the teacher as "Instructor" shows that teachers believe good teachers aim to have high quality skills as an instructor.

Teacher Concerns for Ecology: Aims

Teachers' aims for "Ecology" accounted for 10.6 percent of the responses regarding aims (Table 8). The need to provide a learning atmosphere was the most common response. An example was:

> The aims of a good teacher are to provide an atmosphere conducive to the learning and the socialization of each individual child.

Teachers also spoke of the need to be aware of the larger community. One city centre teacher reported as an aim, "to promote happiness, and tolerance among students for each other, for the people outside in the families, and even for the world."

This segment shows teachers believe good teachers should aim for a positive learning atmosphere.

Teacher Concerns for the Curriculum: Aims

The aims of a good teacher regarding "Curriculum" accounted for 10 percent of the responses to the aims question (Table 8), and most teachers reported their aims in terms of teaching the required curriculum. A common expression of this aim was; "To fulfill the goals of the department of education." Some teachers spoke of taking into account the philosophy of the school system and some spoke of making the subject matter interesting.

This segment shows teachers believe good teachers should aim to meet the demands of the curriculum.

Discussion

Table 8 shows that teachers believe good teachers' aims are focused on the "Child" and that the two major concerns were socialization of the child and the academic development of the child. This ratifies the findings of earlier studies (Bauch, 1984; Lortie, 1975). Interest in the socialization of the child was of high interest in the Lortie (1975) study. The concerns are similar to these of teachers Bauch called "Relator Teachers." In the Bauch (1984) study the research question regarding the teacher's aim for the social development of the child received the highest percentage of responses. In the present study, the aims for the social development of the child received the highest number of responses.

Reports that teachers aim for the academic development of the child was consistent in three studies. Teachers in the Lortie (1975) and Bauch (1984) studies and teachers in this study spoke of meeting the goals of the curriculum. In this study, a combination of the responses from the aims for academic development (23.5 percent) and the aims for teaching the curriculum (10 percent) accounted for 33.5 percent of the responses.

The Education U.S.A., Special Report (1981) found the related aim was to teach students skills they would need to become independent learners. This finding was realized in a small number of teachers in this study.

Teachers in this study reported the ambition to reach all students. The ambition to reach all children was also reported by Jackson (1968) and Lortie (1975).

Teachers in this study spoke of teachers in 29.9 percent of the "Aims" responses. Most of these responses referred to instructor skills. This was the highest concern of teachers in the Bauch (1984) study where it was referred to as "Controller" teachers.

The teachers in this study reported that good teachers' aim for a classroom atmosphere "conducive to learning" and a good school atmosphere. This finding appears to be consistent with the Jackson (1968) study which reported a need for informality and the Special Report (1981) which reported the need for an authoritative atmosphere as opposed to an authoritarian atmosphere, authoritative meaning a knowledge respecting atmosphere.

QUALITIES OF A GOOD TEACHER

Table 9 shows that of the total number of responses to the "qualities" research question 71.4 percent refer to the "Teacher," 11.9 percent refer to "Ecology," 9.2 percent refer to the "Curriculum," and 7.4 percent refer to the "Child." The figure, 71.4 percent, shows a strong concern for the role of the teacher. "Teacher as Person" in response to the questions of qualities and "Teacher as Instructor" in response to the question of competencies received the highest individual responses of the survey.

Teacher Concerns for the Teacher: Qualities

The two most frequent sub-categories reported here were competencies of the "Teacher as Instructor" and qualities of "Teacher

Table 9
Qualities of a Good Teacher

Distribution of the Interview Responses to the Research Area of Qualities

Research Area		Categories of Concerns Raised by Teachers								
QUALITIES	Number	TEACHER			CHILD		ECOLOGY			CURR.
		INSTR.	PERSON	PROF.	ACADEMIC DEVELOP	SCHOOL DEVELOP	SCHOOL ECOLOGY	CLASSROOM MANAGE	CLASSROOM ATMOS.	
Questions re: Competencies	Frequency	114	41	48	18	11	9	22	10	48
	%	20.3	7.3	8.5	3.2	1.9	1.6	3.9	1.8	8.5
Questions re: Qualities	Frequency	47	140	12	5	8	17	5	4	4
	%	8.3	24.9	2.1	0.9	1.4	3.0	0.9	0.7	0.7
TOTAL QUALITIES	Frequency	402			42		67			52
	%	71.4			7.4		11.9			9.2

as Person." Teachers tended not to develop their answers regarding qualities of the "Teacher as a Person" which suggests there is an assumed understanding of the terms they used.

Qualities of a Good Teacher

Table 9 shows that the qualities of the teacher as a "Person" was the most highly referenced sub-category of all, at 24.9 percent. Most of the references to teacher quality were part of a comprehensive list such as the following: Table 9 "There are many qualities of a good teacher. He should be concerned. He should be caring ... He should be pleasant, interesting to listen to, informative, have a sense of humour, must be sympathetic, fair ...."

The most commonly named quality was "flexible" or alternately "adaptable," followed by "caring." Other commonly named qualities were; "compassion," "liking children," and "understanding." One teacher stated, "A good teacher is approachable. In other words the students in the classroom can come to her either for help in their personal lives or with their school life."

Also frequently included in this sub-category were references to "mental health" and "positive self-concept." "You have to be able to deal with stress. You have to be mentally strong." One teacher's closing comment to this segment makes a good summary comment. "Aptitude: Like a mechanic needs an aptitude for motors, teachers need an aptitude for teaching."

Table 9 shows that 8.3 percent of the responses referred to the quality of a teacher as "Instructor." The most often mentioned

teacher qualities were "rapport," "empathy," and "communication." Teachers also referred to "motivation" and "understanding child development."

In summary, teachers have expressed a strong belief in the need for good teachers to have a caring and adaptable personality, a strong sense of self-esteem which makes it possible for them to nurture others, and to withstand the pressure of the work.

Competencies of a Good Teacher

Teachers reported concern for their competencies as an "Instructor" in 20.3 percent of the responses (Table 9). This is the second highest sub-group of the interview. Teachers' references were to items that appear on lists of skills. These included: "organized," "prepared," "has a daily plan," "cognizant of the level of knowledge of the class," "sets an objective," and "teaches to the objective," has the "ability to communicate with the students," and "uses time well." Following is an example of one teacher's response.

> To be able to plan well both daily and monthly. To be able to select appropriate objectives. To be able to prepare adequate and appropriate materials. To be able to evaluate students on an ongoing basis. To be able to provide for individual differences. To be able to maintain discipline, keep the children involved in their learning, (active participation) monitor and adjust to certain situations.

Teachers expressed concerns for their competencies as "Professionals" in 8.5 percent of the responses (Table 9). Responses

referred to professional preparation and ongoing professional development. University was named most often as a source for professional development, for example "University training is very important, it's good to stress four years [of University preparation] at this time." But teachers also spoke of life expectations. "Life experiences, I think the more you travel and [play] musical instruments ...." Some teachers referred to what they wanted from professional development, "[Teachers need to] be knowledgeable of different teaching strategies. They have to be knowledgeable of different learning styles."

In this segment teachers expressed the belief that good teachers need a thorough set of teaching and communication skills backed up by professional training and personal experience.

Teacher Concerns for the Ecology: Qualities

"Classroom Management" was the highest sub-category. Most teachers referred to the quality of having adequate discipline and management. An example follows. "If you've got respect and order in a classroom, then it's easier to be competent."

An example of teacher quality relating to the "Total School Ecology" (3.0 percent) is quoted below.

> A good teacher shows respect for her fellow teachers, and communicates well with parents. She can get along with colleagues, she contributes to the school environment, such as staff morale, extra curricular activities, school functions, and meetings.

A standard reference to "Classroom Atmosphere" follows; "A good teacher is able to create in the classroom an atmosphere that is friendly, happy, and conducive to learning."

The total of 11.9 percent of the responses shows that teachers believe the quality of their working environment is important both in the classroom and in the larger school environment. It also shows that teachers expect good teachers to be good manages, and to be capable of producing a caring environment in the classroom and of contributing to a positive atmosphere in the school.

Teacher Concerns for the Curriculum: Qualities

The need to know the "Curriculum" was expressed by every teacher interviewed and accounted for a total of 9.2 percent of the responses (Table 9). The reason for the low percentage count is that most of the teachers spoke of curriculum knowledge in a minimal way; "[You need the basic knowledge of the subject area taught." Other references included the need to know the resources; "Their content and their location," and the need to know how to teach specialized curriculum such as art or music.

The fact that every single teacher mentioned curriculum shows that teachers believe curriculum fluency is an important teacher quality.

Teacher Concerns for the Child: Qualities

Questions regarding teacher quality did not lend themselves to responses about the "Child" and consequently received only a total of 7.4 percent of the responses (Table 9). Responses were in terms of; "Teachers must want students to succeed." One teacher showed her concern this way. "Accept the child as he is. The child must know he is accepted. The student shouldn't be the butt of jokes, he should be taken seriously for what he is. He can't change the way he is."

This shows that teachers' beliefs about children include caring about the child's personal well-being.

Discussion

The category of "Teacher Concern for the Teacher" drew the largest number of responses, for this research project. This can be explained in part by the interview questions that were asked. It may be suggested that the high percentage of responses regarding the sub-category "Teacher as an Instructor" reflects the current influence of the "Effective Teaching" programs because the language used by some teachers closely resembles the language of the programs.

The sub-category "Teacher as Person" received the most references of any sub-category of the study. The data from this study ratify the high level of concern for personal qualities reported by Lortie (1975) at 50 percent and by Haggard (1984) at 47 percent. In this study flexibility and caring were the most commonly named characteristics. "Flexibility" was the most mentioned characteristics named by the

Education U.S.A., Special Report (1981). "Caring" was the most commonly mentioned characteristic in the Easterley (1983) study in response to her question on teacher characteristics. These same concerns are reported by Connors (1979) as part of the teachers' pedagogical beliefs regarding the general teaching role. There were examples of qualities of a good teacher that reflected qualities defined in a doctoral dissertation by Marland (1977). In particular the principles of compensation and strategic leniency were evident. One example of compensation was the personal daily journals kept by students and how disclosure assisted the teacher to be considerate of the feelings of the child, "I can be considerate of their feelings and why they behave in certain ways on certain days ...."

The items included in the sub-category "Teacher as an Instructor" also appear in the Lortie category of "Instructional Results." One example is the concern for educational goals. There is strong correspondence between the "Teacher as Instructor" sub-category and the responses to the Easterley (1983) question on technique. Teachers in both studies reported strong concern for the teaching skills such as organization and planning. Beliefs about the teaching skills that were reported by Connors (1978) were also reported in this study. One example is the concern for specific teaching skills such as motivation and small group organization. The data did not ratify the findings of the Haggard study that reported low concern for quality of instruction.

The concerns regarding developing independence in the students reported by the Special Report (1981) and by Bussis, Chittenden, and Amarel (1976), and those that appear as "Relational Conditions" in

Lortie (1975) were also reported in this study. Independence was not reported by many teachers in this study but those who did report it were emphatic.

PROFESSIONAL SELF-EVALUATION OF A GOOD TEACHER

Table 10 shows that 39.2 percent of the total responses refer to the "Child," 33.3 percent refer to the "Teacher," 18.5 percent refer to "Ecology," and 9.1 percent refer to "Curriculum."

Teacher Concerns for the Child: Self-Evaluation

Success measured through the "Academic Development of the Child" received 18.8 percent of the responses and was the largest sub-category to this research area. Teachers spoke of successful academic development of the children in a variety of ways. Most of them spoke of the immediacy of the lesson; "Did the kids get the gist of what you were trying to teach?" Some of the teachers spoke of success of students from a longer range point of view, for example, using what they have learned; "Can the children take a concept that you have taught them and can they apply it?" One teacher spoke of insight, of students seeing beyond the lesson or skill; "In Phys.. Ed.; we're serving in badminton now, somebody is able to pick it up, you know, and can serve, but start to realize, there is more to the game; that's a success."

Teacher success interpreted through "Social Development of the Child" accounted for 11.8 percent of responses (Table 10). An example

Table 10
Teacher Self Evaluation

Distribution of the Interview Responses to the Research Area of Evaluation

Research Area		Categories of Concerns Raised by Teachers								
EVALUATION	Number	TEACHER			CHILD		ECOLOGY			CURR.
		INSTR.	PERSON	PROF.	ACADEMIC DEVELOP	SCHOOL DEVELOP	SCHOOL ECOLOGY	CLASSROOM MANAGE	CLASSROOM ATMOS.	
Questions re: Success	Frequency	30	24	4	75	47	34	11	17	30
	%	7.6	6.0	1.0	18.9	11.8	8.6	2.8	4.3	7.6
Questions re: Qualities	Frequency	46	11	17	26	8	5	3	3	6
	%	11.6	2.8	4.3	6.5	2.0	1.3	0.8	0.8	1.5
TOTAL EVALUATION	Frequency	132			156		73			36
	%	33.3			39.2		18.5			9.1

of a typical response in this component is; "If there's a change in attitude, then they are on the road."

The questions teachers asked themselves were about the "Academic Development of the Child" 6.5 percent of the time and were about the "Social Development" 2.0 percent of the time (Table 10). The questions about the academic development were similar to "Are the children learning?" "Are they interested?" "Do they remember?" Two teachers were more probing asking "What have they gotten out of it?," questioning the relevancy of the content of the curriculum in relation to what they need to learn. Questions about social development were "Do they have a good self-concept?" and "Are they learning inter-relationships?"

Teachers rated "Academic" and "Social" development as their two highest concerns in the area of self-evaluation. These were the same two highest concerns under aims. This correlation suggests a ratification of their concerns.

These findings show teachers believe there is a duality in their responsibility towards their students. The correlation of concerns shows that teachers are committed to that duality. The nature of their comments supports the earlier conclusion that teachers have a strong nurturing attitude toward teaching.

Teacher Concerns for the Teacher: Self-Evaluation

Teachers spoke of self-evaluation in terms of questions they ask about themselves as "Instructors" in 11.6 percent of the responses (Table 10). Questions teachers ask were often similar to "Am I

looking for ways to improve?," "Am I meeting the demands of the students?," "Is there anything to help me understand the atypical child? What do the experts say?" A few teachers were more searching in their questions; "Am I reaching out far enough? ... the questioning part of our job, are we questioning our job?"

Teachers spoke of teacher success as an "Instructor" in 7.6 percent of their responses (Table 10). Some responses were in terms of meeting their goals; "You set goals and they are met," in terms of time; "you have enough time," in terms of being prepared; "the teacher is well prepared for the day's work," and in terms of student learning; "I taught the children something, something they really understand." A common response was "when a child will come back to me, maybe in five years from now and say ... you helped me in this area."

Teachers spoke of their success as a "Person" 6.0 percent of the time. Common expressions were, "and you come out not being frustrated at the end of the day ...," and "Personal happiness, like if you're happy you enjoy coming there."

When speaking of success teachers spoke in terms of "Professionalism" only 1 percent of the time. "I find that no matter how long you have been teaching you are always learning ... you really have to rely on trial and error to try and find out what's going to work."

There was a good balance in the self-evaluation between concerns for the teacher as "Instructor" and the teacher as "Person."

"Professional" questions (4.3 percent), from the teachers suggested; "A lot of self-evaluation is going on, ... they are always

comparing themselves to other teachers they think are doing a good job."

"Personal" questions (2.8 percent) from the teachers were questions such as: "How can I keep things in perspective? Good. teachers know how to take care of themselves."

This section shows that teachers believe good teachers should be competent and that they should be monitoring their competence. The findings suggest teachers believe good teachers desire an accurate appraisal of their competence since they look to the success of their students, to their personal evaluation, and to feedback from their peers for evaluation. It also shows a belief that evaluation should arise out of the milieu in which they work.

Teacher Concerns for Ecology: Self-Evaluation

Table 10 shows that the category "Ecology of the School" received 8.6 percent of the responses regarding success. Teachers spoke of everything going along smoothly, of an absence of outside interruption, of getting recognition from the principal, peers, and parents, and of good communication with students and staff.

Teachers' questions regarding "Ecology" were such as, "How does one judge the satisfaction of parents?," and, "Am I working well with the people in the school?"

Teacher Concerns for the Curriculum: Self-Evaluation

Success in this category was referred to in terms of testing. Responses to testing made up 6.3 percent of the responses. This figure is incorporated into the 7.6 percent figure in the table. Teachers spoke of testing and examinations with varying degrees of favour. One teacher says, "Knowledge of test results can tell you if the students are succeeding." Another teacher says, "The thing that I don't like but it is a part of it-is the test results." Yet another teacher pointed out, "Testing doesn't judge the teacher a lot. These kids in this school should do better than kids in a city centre school, and I don't think that makes me a better teacher than the teacher from their school."

This variety of reactions reflects an unclear relationship between teaching and testing which was also noted by Jackson (1968). The vagueness of the relationship was also noted by Hilliard (1984) who says it is true of the whole system of education.

> To date, there is no equivalent in education to 'standard procedures' in medical practice. I do not argue for or against this. I merely use this as an example to illustrate the common disconnection between evaluation, which is highly developed and systematized, and educational leadership and instruction, which is much less so at any general level (p. 114).

"Questions" asked by teachers about "Curriculum" (1.5 percent) were about the relevance of the material. One teacher said "[I]n social studies and religion I might question how things are written there, as to what you are trying to achieve, and how the kids will

apply the knowledge, the learning ...." He goes on to question whether the resources are completely accurate and whether they are kept updated enough.

This segment shows that good teachers are not perceived as believing strongly in standard measures for academic performance nor do they take curriculum for granted.

Discussion

Table 10 shows that in this research area teachers report their greatest sign of success to be the development of the student (30.6 percent), both academic (18.8 percent) and social (11.8 percent). These are the highest sub-categories of the self-evaluation question. If "Academic Development" is combined with "Curriculum Success," a total of 26.4 percent of the responses is obtained. This finding suggests a higher concern for academic performance than was reported by Jackson (1968) and Placek (1983) whose findings indicated that teachers judge success by the immediate behaviour of the students. These variations may be explained in at least two ways. Today's teachers are bombarded with information referring to teacher accountability which is almost always measured by student scores. They are also exposed to programs on "Effective Teaching" which usually focus on instructing skills. In contrast to the Physical Education teachers in the Placek study who were speaking of learning in the gymnasium, the elementary teachers in this study were centering their answers on their classroom and may have been more immediately mindful of test results than were the Physical Education teachers.

Lortie found that a major source of the feeling of success for a teacher was the return of a former student to express appreciation to the teacher. This researcher found many teachers reported the same source of the feeling of success.

Teachers' concern for the "Ecology" of the school and classroom reflects the concerns of teachers in earlier studies (Jackson, 1968; Lortie, 1975).

SERVICE AND PREVENTION

The responses to the questions in this research area became sorted in the following way. The category of "Teacher" received 53.8 percent of the responses, "Ecology" 23.1 percent, "Curriculum" 17.9 percent, and "Child" 5.3 percent of the responses. Teacher concern for teacher as a "Person" was the largest single sub-category (Table 11).

Teacher Concerns for Teacher: Service and Prevention

The "Teacher as a Person" was judged to be what prevents teachers from becoming good teachers in 23.9 percent of the responses. That percentage is more than twice as high as the next nearest sub-category. This reflects the high responsibility teachers placed on "Teacher as a Person" in answer to the research question referring to the qualities of the teacher. A wide variety of ideas were suggested. Examples of what "Prevents" teachers from becoming good teachers follows. The most frequent examples that teachers gave were

Table 11
Service Good Teachers Require
What Prevents Good Teaching

Distribution of the Interview Responses to the Research Areas of Service and Prevention

Research Area		Categories of Concerns Raised by Teachers								
SERVICE & PREVENTS	Number	TEACHER			CHILD		ECOLOGY			CURR.
		INSTR.	PERSON	PROF.	ACADEMIC DEVELOP	SCHOOL DEVELOP	SCHOOL ECOLOGY	CLASSROOM MANAGE	CLASSROOM ATMOS.	
SERVICE	Frequency	9	10	26	1	5	19	5	-	32
	%	3.4	3.7	9.7	0.4	1.9	7.1	1.9	-	11.9
PREVENTS	Frequency	27	64	8	1	3	29	11	11	16
	%	10.1	23.9	3.0	0.4	1.0	10.8	4.1	0.7	6.0
TOTAL SERVICE & PREVENTS	Frequency	144			10		66			48
	%	53.8			2.8		24.6			17.9

"tiredness, lack of interest, not liking children, not liking the job, and poor preparation." One teacher spoke of the absence of good teaching as an eroding process. The quote follows.

> It's an eroding process. Probably a lack of self-esteem. It can slowly erode to the point where you just do what you have to do and you're in and out. It becomes doing your job and not so much teaching.

Type of personality was also mentioned. "Some people do not have the right mental set. They do not have the right kind of self-confidence." Some respondents suggested teachers got into teaching for the wrong reasons. "Some teachers go into teaching because the money's good, the holidays are good, and the chances of getting a job are good." Some teachers suggested personal problems for failure to become good teachers.

> Personal problems I'm sure are keeping a lot of people from being good teachers ... If you are going through a divorce or if you are having a big problem with your children, [then] I don't see how you can concentrate on your teaching.

The need for service for the "Teacher as Person" received only 3.7 percent of the response (Table 11). These requests included programs on self-esteem and personal development.

> There are a lot of good programs and courses that bring up your self-esteem. Because if a teacher feels good about himself, he is not going to go into the classroom and take out his frustrations on the kids.

Three teachers requested a retreat. "I think we need time for teachers to just sit, think, and reflect."

"Teacher as Instructor" accounted for 10.1 percent of the responses to what prevents a teacher from becoming a good teacher (Table 11). Most references were to lack of teaching skills such as "lack of organization and planning." Teachers mentioned "Professionalism" 3 percent of the time (Table 11). Included were lack of experience, failure to use consultant services, and lack of upgrading.

Teachers spoke of requiring service for the "Teacher as Instructor" 3.4 percent of the time. The most common response was the need to take an "Effective Teaching" course. The type of inservice teachers spoke most highly of was grade level sharing among teachers from different schools. "Teachers should be helping teachers. Not somebody who's never been in the classroom, or away at university for so long they have lost touch. I think it should be teachers sharing ideas."

Teachers spoke of the need for service for "Teachers as Professionals" 9.7 percent of the time. The most often mentioned services were the need for a sabbatical, and the need to attend university courses. "We should have a sabbatical, to just go back and catch up on computers and things.," and "I like the idea of keeping up at university." A few teachers reported, that "a teacher learns from experience first." Several teachers reported on special interest workshops and conventions. I found Teacher's Convention very helpful. I went to see things on how to help gifted children.

This segment reinforces an earlier conclusion that teachers expect good teachers have a quality of basic human wholeness, the absence of which contributes to failure at teaching. Teachers also

believe that good teachers need service that contributes to their sense of self-esteem and to their overall competence.

Teacher Concerns for Ecology: Service and Prevention

Teachers stated that a good teacher's ability to be a good teacher was hampered by school "Ecology" in 10.8 percent of the responses (Table 11). One example of ecology concerns was "lack of support from parents and administration." Other factors in the school "Ecology" that teachers felt prevented them from becoming good teachers were "teacher overload including too many non-teaching functions," and "too many consultants and not enough teachers." Teachers also recognized that the pressures of our lifestyle contribute to poor teaching.

> I think it's a lot of the pressures of today's lifestyle. We are always in a rush. We are time-oriented people. And because of the pressures, and the hectic [pace], we can't really settle down and do a good job.

Table 11 shows that teachers spoke of requiring service in terms of "School Ecology" 7.1 percent of the time. The services of an "aide" to assist with such chores as money collecting and preparation of materials was most often mentioned. Teachers requested more access to service such as consultants and media delivery. Teachers suggested inservices on school problems.

> We have had many inservices on different types of discipline and different methods to use and how we as a staff will be consistent.

One teacher suggested inservices on assisting families with problems, who "bring their problems to school." Another teacher wanted to help in knowing "how to avoid legal hassles," because she had experienced one.

Table 11 shows that teachers felt "Classroom Ecology" played a part in preventing one from becoming a good teacher in 4.8 percent of the responses (4.8 is a combination of responses to class management and class atmosphere). References to physical problems such as not enough space or too many students in the class were most common.

This segment shows that teachers believe that good teachers and the school hierarchy need to have an accurate awareness of the social and physical environment and provision made to provide the corresponding necessities.

Teacher Concerns for Curriculum: Service and Prevention

The response rate requesting service in "Curriculum" matters was 11.9 percent. Teachers reported a need for subject area inservices, workshops designed to prepare teaching material, and facilitators to assist in the classroom with unfamiliar subject matter,

> [F]acilitators come right into your class. For example I've never had music ... It's amazing how many pointers you can pick up. And techniques ...

What prevents teachers from becoming good teachers for "Curriculum" reasons drew 6.0 percent of the responses. The two most common reactions were teachers being required to teach at a level they were unprepared for, "teaching the wrong level," and a lack of

knowledge of the curriculum. This suggests teachers experience difficulty when they lack familiarity with the curriculum and with teaching skills for specific grade levels.

This segment shows teachers believe good teachers know their curriculum and how to teach at a given level. Good teachers have a need for professional assistance and have the need to have their professional skills, or lack of, recognized.

Teacher Concerns for Child: Service and Prevention

Table 11 shows that the questions of service and prevention did not draw many responses in the category of "Child" (2.8 percent). One example of a response to service was; "Being able to take the child who is having difficulties and being able to say to somebody, 'I've got this class of 27, this kid right now is not coping, you deal with with'." An example of teachers being prevented from becoming good teachers because of students is: "Disruptive students. They have their own problems. They are not mean or bad. The lesson prepared can't be done."

This segment shows teachers believe good teachers can't do it all by themselves and therefore believe in collaboration with other professionals when requiring service for their students, and that good teachers do not hold the child responsible for their own poor performance.

Discussion

Table 11 shows that teachers required service most often in the three sub-categories under "Teacher." The services required covered a wide range of requests including ongoing university training, effective teaching training and workshops in self-esteem. Teachers required service in the area of assistance with knowledge of the curriculum. These were in terms of subject area inservices or facilitators to help in the classroom. Teacher requests for service regarding the school ecology covered a variety of suggestions. The most common suggestion was access to a school aide to assist with non-teaching chores.

Table 11 shows that total number of responses for the three sub-categories under "Teacher" was 37.0 percent of the responses to the "Prevention" segment of the "Service and Prevention" research question. This is more than twice the total of any other sub-category in this research question. The high response suggests that teachers place the responsibility for poor teaching on themselves, the teachers. Of the 37.0 percent responses, 23.9 percent of them refer to the "Teacher as a Person." The high number of responses to "Person" replicates the high number of responses to "Person" (32.2 percent) when describing the "Qualities" (Table 10) of a good teacher. The fact that only 3.7 percent of the responses indicated teachers need service in this area raises questions about where teachers think person quality comes from.

This segment of the study supports the Jackson and Lortie finding that teachers need and appreciate support from their administrators and peers.

Summary

This research showed that the most important characteristic of a good teacher is the quality of the person; teacher skills rank second. Teachers evaluated their performance most often by the academic success of their students, asked for service most often in terms of curriculum, and said poor teaching was most often the function of poor teacher quality.

CHAPTER SIX

CONCLUSIONS AND IMPLICATIONS

The primary purpose of this study was to discover the elementary classroom teachers' perceptions of the qualities of a good teacher. Four research areas were examined. Some conclusions have been drawn about each of these areas in turn, and from the conclusions some implications for research can be suggested.

A second intent of the present study was to take a critical view of the recent preoccupation in education with instructional results and examine how consistent that perspective was with teachers' understanding of what good teachers do. In the review of the literature two major themes emerged consistently from a variety of studies that asked for the qualities of good teachers. The nature of these two themes, though varying somewhat in definition, could be identified as Lortie (1975) identified them; "Relational Conditions" and "Instructional Results." These two themes also emerged throughout the present study.

Conclusions

1. Teachers expressed the aims of the good teacher most often in terms of the social development of the child. Academic development followed.

There was a balance in the number of responses between long- and short-range goals for social development. For academic development, however, short-range goals received the emphasis. Few teachers spoke of long-range goals for academic development or of the skills required to achieve long-range academic goals. This omission raises a question about what factors influence teachers' thinking about long-range goals in terms of academic development.

2. Teachers' aims for themselves as "Instructor," were the third most frequent category of concern indicating that teachers believe good teachers aim toward improving their professional competence as instructors. Teachers expressed aims for themselves in terms of having teaching skills such as being able to instruct students in language appropriate to their level.

Implications for Research

1. Because the teachers' first aim was for the social development of the child, research could examine how teachers presently provide for social development and how that aspect of teaching might be improved.

2. Research could continue to examine what factors lead to teacher competence in relation to student academic development.

QUALITIES OF A GOOD TEACHER

Conclusions

1. From the high percentage of responses that occurred in the category "Teacher," one can conclude that teachers have an established belief system of what they mean by the qualities of a good teacher and they have the ability to express their beliefs.

The qualities of the "Teacher as a Person" were reported the most frequently of all sub-categories in the study and teachers were emphatic about the importance of personal qualities. Some examples of the qualities named were, "caring," "loving," "understanding," and "tolerant." One can conclude that teachers see basic human wholeness, and the ability of giving of oneself, as the basic qualities of a good teacher.

Because these qualities received the highest rate of responses one can conclude that they are given highest importance by the teachers.

Teachers did not elaborate the meanings of the words used in their responses and from this one can conclude that these qualities were seen to fall into the area of common knowledge and teachers did not see the need to define them.

Teachers believe the quality overall human wellness is basic to a good teacher as shown by statements such as "You have to have really

good physical and mental health to be able to endure the rigors of a day of teaching."

2. "Teacher as Instructor" was the second highest sub-category of the study showing that teachers believe in professional competence.

The most frequent examples of teacher competence given were of teacher communication. Teachers believe that the ability of communicate, to facilitate communication, and to be sustained by communication are integral to good teaching.

Teachers gave examples of administrative competencies such as being organized, and being prepared. One can conclude that teachers believe good teachers are good managers.

The major example of teacher academic competence was maintaining a good background knowledge of the curriculum. Other examples included are keeping up to date on many educational fronts.

One can conclude teachers believe good teachers maintain sound professional competence.

In summary, teachers see high quality teachers as ones who have basic human wholeness, have the ability to communicate effectively, have sound competence they have gained through professional training, and maintain professional standards.

Implications for Research

1. Because teachers hold personal qualities in such high regard, research could examine, firstly, precisely what is meant by some of the qualities they named, and secondly, how the personal qualities recommended could be developed or enhanced in the teacher.

2. Because the high level of responses to "Teachers as Instructors" shows teachers are concerned with their professional competence, research should continue to examine teaching competencies, in particular communication, rapport, and empathy as these qualities will have specialized meanings.

3. Sabbatical leaves for training purposes serve a perceived need and could be studied to discover who they could best contribute to teacher competence.

SELF-EVALUATION

Conclusions

1. The teachers in this study believed the two most important concerns of good teachers, when judging whether or not they were doing a good job, were the academic and social success of the "Child." The importance given to the "Academic" development of the child leads one to conclude that the teachers operate more readily in the evaluative processes than did teachers in earlier studies. The pressure of recently introduced Provincial Standardized Testing in core areas and/or the influence of Effective Teaching programs in the school jurisdiction studied may account for the heightened concern.

The importance of student "Social" success is consistent with findings on earlier studies. One can conclude that social development of the student is a common concern of teachers examined in North American schools.

2. The next four sub-categories teachers named with respect to evaluation were "Total School Ecology," "Curriculum," and their own success as an "Instructor" and as a "Person."

One can conclude that teacher concerns for the "Total School Ecology" is an extension of their concern for the social development of the child when, as one city centre teacher suggested, there are some ways teachers are actually informing the parents through the child.

The high concern for curriculum, usually expressed as getting the curriculum across, corresponds with the concern for academic development of the child. One can conclude that teachers perceive good teachers believe in academic accountability to and from the student.

Teacher self-evaluation as "Instructor" and as "Person" were less emphasized. An interesting question is that if teachers report the qualities of the teacher as an "Instructor" and as a "Person" as the two major sub-categories why they look back infrequently into those sub-categories to measure success. This brings to mind the conclusion of Placek (1983) that teachers did not seem to appreciate the relationship between their actions and student success.

Implications for Research

1. Research could examine what assistance teachers may need with the social development of the child. Many teachers find they are not professionally prepared to deal with "the atypical child." This assistance may correlate with the assistance teachers need with the development of "Teacher as a Person."

2. Research could examine the teachers' belief system about the range of academic success. For example, how can teachers appreciate minimal academic progress when it represents excellent progress, and how can teachers judge academic progress without reference to test scores?

3. Research could examine what assistance teachers need in making the school a place where students learn to be socially responsible persons in the larger community.

4. Research could examine why teachers do not seem to appreciate the relationship between teacher action and student success.

SERVICE GOOD TEACHERS REQUIRE/ WHAT PREVENTS GOOD TEACHING

Conclusions

1. The high percentage of responses in the "Teacher" category in this research area corresponds with the high percentage of responses in the "Teacher" category in the quality of a good teacher research area. One can conclude that what teachers see as a quality they also see as an area in which they require assistance, and as a factor which prevents teachers from becoming good teachers.

The quality of the "Teacher as a Person" was stated most as the reason for poor teaching. This ratifies the earlier conclusion that teachers see personal human wholeness as a basic quality of a good teacher. Teachers did not ask for service for the "Teacher as a Person" at the same high rate. One can conclude that teachers

recognized that some of what prevents teachers from becoming good teachers may be temporary, or may be personal. It may also be that they do not witness the need very often and feel it in themselves only rarely. Teachers may not expect that lack of personal quality as something they can get educational assistance for.

Teachers believe that poor teaching skills lead to poor teaching. They asked for service in this area at a high rate. Teachers believe that lack of knowledge of curriculum prevents teachers from becoming good teachers and also requested service regarding curriculum at a high rate. This ratifies the earlier conclusion that teachers believe good teachers have sound competence, both in subject matter and in professional teaching skills.

2. The most common form of service requested was teacher helping teacher. One can conclude from this that teachers believe in working with their peers in maintaining their professional competence.

3. Poor school ecology was given high priority as a factor that detracts from good teaching. One can conclude that teachers believe a positive atmosphere in the school is critical to good teaching. Other areas of this research suggest teachers believe good teachers expect the atmosphere to be one of nurturing.

Implications for Research

1. Teachers hold the lack of personal quality responsible for poor teaching above all other factors. Research could examine and elaborate the qualities of teacher personality, how to develop

positive personal qualities and try to discover how and if teacher training could compensate for lack of it.

2. Research could examine how a rapidly changing society in which moral and social standards have become unclear affect teacher moral certitude and consequently teacher personality and result in an impact on teacher quality.

3. One question that could be examined is what can good teachers do in a classroom when a good ecology is not present in the school.

SUMMARY

The following summary has as its purpose to draw some overall conclusions and perceptions about how classroom teachers see high quality teachers.

The teachers' emphatic expression of the need for high personal quality and the wide range of ways that expression occurs suggests a teacher be a person of deep human wholeness and strong personal wellness. Teachers need many forms of wellness to withstand the rigors of the job; physical wellness to sustain the energy level, psychological strength to meet the developmental demands made by young students who are in need of much personal formation, mental strength to meet the intellectual demands of the job, and social strength to help the children to meet the social demands of the community into which they will be maturing, and finally, teachers need spiritual strength for the purpose of maintaining a perspective and a sense of purpose both for themselves and for the students. Possessing a wide range of personal strength is not enough. Teachers express the need

to be able to call upon and use their strengths under a wide range of situations and for sustained periods of time when necessary. For example, it is not enough to know the social expectations of a community, but teachers must also understand how a child can both live in the community and develop his or her own potential when the expectations of two are not coincidental. Teachers of new Canadian children were particularly cognizant of problems of this kind.

Teachers use a wide variety of terms to describe strengths, skills, and concepts they need to nurture and develop psychological wellness in students. That teachers express so strongly the need for personal psychological soundness and the ability to provide for psychological development of students indicates that teachers understand teaching as a relational activity as well as an intellectual and academic one, that is, teachers understand there is more to teaching than the transference of knowledge from one generation to the next. It suggests teachers have a high regard for personal self-esteem development in children and understand that personal development and intellectual development are the same. Teachers recognize that the development of the mind is a delicate activity and that nurturing of the ability to utilize learning and integrate it with feelings and desires is a process deserving respect and a wide range of personal development, knowledge, and skills.

The teachers' expression of their need to be competent and to have constant upgrading of their background and of their teaching skills points to teachers' respect for the serious academic undertaking that is part of teaching. Teachers respect mastery of concept and hard intellectual struggle, accuracy of fact and theory.

Teachers are anxious to participate in teaching styles that lead to mental activity in the students, application of content to students' life so that it is relevant to their needs, in the present and in the future, and which will encourage further curiosity and personal study by the child. Teachers have a need to question educational theory and their own personal practices and to participate in the development of both.

Teachers express a need for administrative competence, as in the ability to manage a classroom effectively. They express a need for academic competence. Teachers understand they cannot teach what they themselves do not know and are willing to hold themselves accountable for the knowledge. However they do frequently request the assistance of school board personnel and classroom teacher peers when called upon to teach material they do not have the background for.

Teachers express a high regard for the competence of their peers and often prefer to take educational leadership from one another than from experts who are far away from the classroom.

Teachers raise a variety of issues concerning the social milieu of the student from school ecology to ability to participate in the community as an adult. The wide range of social concerns teachers raise regarding students demonstrates that teachers believe in an accurate understanding of the social milieu in which the children live as well as an accurate understanding of broader social issues. Teachers are aware that schooling is both an activity for the present and future social needs and frequently report success when students returned later in life to thank them for their help while the student was still in school.

Teachers also express a need for a vision and perspective for what they are doing. There is a need for having a purpose for what they are doing. The question of "why" they are involved in teaching gives constant rise to questions of "what" and "how" they are teaching. Some teachers expressed their "why" in terms of a sense of religious mission while others see teaching as a personal endeavour to make the world a better place for at least a few people, while still others are teaching as a way of participating productively in society. Teachers are not bitter nor cynical nor do they see themselves involved in any covert activity designed to reduce human nature to a low, easy to manage common denominator but rather they see themselves as helping students become independent. Teachers do not see the good life for their students in terms of excess power or money but rather in terms of ability to manage their life and to experience success. Some teachers see success in terms of students having a strong enough self-concept and value system that they are free of the ebb and flow of popular philosophies and are able to think ~~in~~ terms of values and morals. Some teachers see success in terms of contributing positively to the community.

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APPENDIX A

INTERVIEW QUESTIONS: FINAL DRAFT

The purpose of the study is to discover teachers' beliefs about what makes a good teacher a good teacher. What are teachers' understandings of their daily responsibilities and what factors do they consider when reflecting on the effectiveness of their work?

1. What are the aims of a good teacher?

2. What are the competencies of a good teacher?

3. What are the qualities of a good teacher?

4. What kinds of knowledge must a good teacher possess in order to be able to do a good job?

5. What kinds of questions do good teachers ask about teaching?

6. How do good teachers gauge the success of their teaching?

7. Every once in a while a teacher has a really good day. What is a really good day like for a good teacher?

8. What sort of service or professional development would be most valuable to a good teacher?

9. What prevents (some) teachers from becoming good teachers?

APPENDIX B

SAMPLE FOLLOW-UP LETTER TO A TEACHER

86-05-17.

Re: Interview Regarding Qualities of Good Teachers

Dear Xxxxxxx

Thank you for agreeing to be interviewed by me for the purpose of gathering information for a thesis. Following is a very brief summary of the interview as I saw it.

Under aims you named life long skills, tolerance, happiness, attention to the curriculum, using appropriate teaching techniques, and socializing for basic needs.

For competencies you listed wide general knowledge, organization, teaching techniques, confidence, expecting success, ability to use resources, expecting student integration, bringing the student out.

Under qualities of a good teacher you emphatically called for a genuine person. You also called for versatility, enthusiasm, ability to motivate students, understanding the meaning of child development, knowledge of students' backgrounds and expectations, strong self-image and self-concept, sensitivity, resourcefulness, and a pleasant person. What you called for under knowledge, you noted, was an overlap of what had been discussed above. You added the need for a wide range of knowledge and knowing what the children can handle.

The two first questions you would have a good teacher ask concerned the material being used and the relevance of it. Additional questions were about very specific material, are we changing the curriculum often enough, how children apply what they learn, what they are getting out of it, how you can improve teaching and learning, and are we reaching out far enough to the children. Good teachers see success when individual children achieve, when the class achieves, when children recognize there is more to something, curriculum is being met (not just in the report card sense), when the children did their best, when the children have strong self-esteem, and finally when they come back years later and tell the teacher he did something for them.

A good day is marked by harmony, absence of frustration, and especially by a positive atmosphere.

Services required by good teachers is time to learn resources, techniques, and child development. You would require teachers to attend inservices and conventions and to be updated.

Teachers fail to become good teachers because they fail to get into the teaching thing. Otherwise you see it as an eroding thing, losing the ability to communicate with children, to handle conflict, and becoming inconsistent.

In summary you see the good teacher as a very complex being. You have given strong mention to many general teaching qualities, such as organization, to many curriculum concerns, to many child psychology concerns, to the need for the development of the individual, and the need for critical reflective thought, i.e., tolerance.

Thank you for helping me with my thesis project. If you wish to react to this summary in any way please contact me at
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Thanks again.
Carolyn